

AMBRIDGE

With Self-study
CD-ROM with Video



Four Corners

Jack C. Richards · David Bohlke



Student's Book

1

Four Corners

Jack C. Richards · David Bohlke



Student's Book



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,
São Paulo, Delhi, Dubai, Tokyo, Mexico City

Cambridge University Press

32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org

Information on this title: www.cambridge.org/9780521126151

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2012

Printed in Hong Kong, China, by Golden Cup Printing Company Limited
Reprinted 2012

A catalog record for this publication is available from the British Library.

ISBN 978-0-521-12615-1 Student's Book 1 with Self-study CD-ROM

ISBN 978-0-521-12654-0 Workbook 1

ISBN 978-0-521-12646-5 Teacher's Edition 1 with Assessment CD-ROM

ISBN 978-0-521-12640-3 Class Audio CDs 1

ISBN 978-0-521-12619-9 Classware 1

ISBN 978-0-521-12638-0 DVD 1

For a full list of components, visit www.cambridge.org/fourcorners

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party Internet Web sites referred to in
this publication, and does not guarantee that any content on such Web sites is,
or will remain, accurate or appropriate. Information regarding prices, travel
timetables, and other factual information given in this work are correct at
the time of first printing, but Cambridge University Press does not guarantee
the accuracy of such information thereafter.

Art direction, book design, photo research, and layout services: Adventure House, NYC

Audio production: CityVox, NYC

Video production: Steadman Productions

Authors' acknowledgments

Many people contributed to the development of *Four Corners*. The authors and publisher would like to particularly thank the following reviewers:

Nele Noe, Academy for Educational Development, Qatar
Independent Secondary School for Girls, Doha, Qatar; Yuan-hsun Chuang, Soo Chow University, Taipei, Taiwan; Celso Frade and Sonia Maria Baccari de Godoy, Associação Alumni, São Paulo, Brazil; Pablo Stucchi, Antonio Raimondi School and Instituto San Ignacio de Loyola, Lima, Peru; Kari Miller, Binational Center, Quito, Ecuador; Alex K. Oliveira, Boston University, Boston, MA, USA; Elisabeth Blom, Casa Thomas Jefferson, Brasília, Brazil; Henry Grant, CCBEU – Campinas, Campinas, Brazil; Maria do Rosário, CCBEU – Franca, Franca, Brazil; Ane Cibele Palma, CCBEU Inter Americano, Curitiba, Brazil; Elen Flavia Penques da Costa, Centro de Cultura Idiomas – Taubate, Taubate, Brazil; Inara Lúcia Castillo Couto, CEL LEP – São Paulo, São Paulo, Brazil; Geysa de Azevedo Moreira, Centro Cultural Brasil Estados Unidos (CCBEU Belém), Belém, Brazil; Sonia Patricia Cardoso, Centro de Idiomas Universidad Manuela Beltrán, Barrio Cedritos, Colombia; Geraldine Itiagó Losada, Centro Universitario Grupo Sol (Musali), Mexico City, Mexico; Nick Hilmers, DePaul University, Chicago, IL, USA; Monica L. Montemayor Menchaca, EDIMSA, Metepec, Mexico; Angela Whitby, Edu-Idiomas Language School, Cholula, Puebla, Mexico; Mary Segovia, El Monte Rosemead Adult School, Rosemead, CA, USA; Dr. Deborah Aldred, ELS Language Centers, Middle East Region, Abu Dhabi, United Arab Emirates; Leslie Lott, Embassy CES, Ft. Lauderdale, FL, USA; M. Martha Lengeling, Escuela de Idiomas, Guanajuato, Mexico; Pablo Frias, Escuela de Idiomas UNAPEC, Santo Domingo, Dominican Republic; Tracy Vanderhoek, ESL Language Center, Toronto, Canada; Kris Vicca and Michael McCollister, Feng Chia University, Taichung, Taiwan; Flávia Patrícia do Nascimento Martins, First Idiomas, Sorocaba, Brazil; Andrea Taylor, Florida State University in Panama, Panamá, Panama; Carlos Lizárraga González, Grupo Educativo Angloamericano, Mexico City, Mexico; Dr. Martin Endley, Hanyang University, Seoul, Korea; Mauro Luiz Pinheiro, IBEU Ceará, Ceará, Brazil; Ana Lúcia da Costa Maia de Almeida, IBEU Copacabana, Copacabana, Brazil; Ana Lucia Almeida, Elisa Borges, IBEU Rio, Rio de Janeiro, Brazil; Maristela Silva, ICBEU Manaus, Manaus, Brazil; Magaly Mendes Lemos, ICBEU São José dos Campos, São José dos Campos, Brazil; Augusto Pelligrini Filho, ICBEU São Luís, São Luís, Brazil; Leonardo Mercado, ICPNA, Lima, Peru; Lucia Rangel Lugo, Instituto Tecnológico de San Luis Potosí, San Luis Potosí, Mexico; Maria Guadalupe Hernández Lozada, Instituto Tecnológico de Tlalnepantla, Tlalnepantla de Baz, Mexico; Greg Jankunis, International Education Service, Tokyo, Japan; Karen Stewart, International House Veracruz, Veracruz, Mexico; George Truscott, Kinki University, Osaka, Japan; Bo-Kyung Lee, Hankuk University of Foreign Studies, Seoul, Korea; Andy Burki, Korea University, International Foreign Language School, Seoul, Korea; Jinseo Noh, Kwangwoon University, Seoul, Korea; Nadezhda Nazarenko, Lone Star College, Houston, TX, USA; Carolyn Ho, Lone

Star College-Cy-Fair, Cypress, TX, USA; Alice Ya-fen Chou, National Taiwan University of Science and Technology, Taipei, Taiwan; Gregory Hadley, Niigata University of International and Information Studies, Department of Information Culture, Niigata-shi, Japan; Raymond Dreyer, Northern Essex Community College, Lawrence, MA, USA; Mary Keter Terzian Megale, One Way Línguas-Suzano, São Paulo, Brazil; Jason Moser, Osaka Shoin Joshi University, Kashiba-shi, Japan; Bonnie Cheeseman, Pasadena Community College and UCLA American Language Center, Los Angeles, CA, USA; Simon Banha, Phil Young's English School, Curitiba, Brazil; Oh Jun Il, Pukyong National University, Busan, Korea; Carmen Gehrke, Quattrum English Schools, Porto Alegre, Brazil; Atsuko K. Yamazaki, Shibaura Institute of Technology, Saitama, Japan; Wen Hsiang Su, Shi Chien University, Kaohsiung Campus, Kaohsiung, Taiwan; Richmond Stroupe, Soka University, World Language Center, Hachioji, Tokyo, Japan; Lynne Kim, Sun Moon University (Institute for Language Education), Cheon An City, Chung Nam, Korea; Hiroko Nishikage, Taisho University, Tokyo, Japan; Diaña Peña Munoz and Zaira Kuri, The Anglo, Mexico City, Mexico; Alistair Campbell, Tokyo University of Technology, Tokyo, Japan; Song-won Kim, TTI (Teacher's Training Institute), Seoul, Korea; Nancy Alarcón, UNAM FES Zaragoza Language Center, Mexico City, Mexico; Laura Emilia Fierro López, Universidad Autónoma de Baja California, Mexicali, Mexico; María del Rocío Domínguez Gaona, Universidad Autónoma de Baja California, Tijuana, Mexico; Saul Santos Garcia, Universidad Autónoma de Nayarit, Nayarit, Mexico; Christian Meléndez, Universidad Católica de El Salvador, San Salvador, El Salvador; Irasema Mora Pablo, Universidad de Guanajuato, Guanajuato, Mexico; Alberto Peto, Universidad de Oaxaca, Tehuantepec, Mexico; Carolina Rodríguez Beltan, Universidad Manuela Beltrán, Centro Colombo Americano, and Universidad Jorge Tadeo Lozano, Bogotá, Colombia; Nidia Milena Molina Rodríguez, Universidad Manuela Beltrán and Universidad Militar Nueva Granada, Bogotá, Colombia; Yolima Perez Arias, Universidad Nacional de Colombia, Bogotá, Colombia; Héctor Vázquez García, Universidad Nacional Autónoma de México, Mexico City, Mexico; Pilar Barrera, Universidad Técnica de Ambato, Ambato, Ecuador; Deborah Hulston, University of Regina, Regina, Canada; Rebecca J. Shelton, Valparaíso University, Interlink Language Center, Valparaíso, IN, USA; Tae Lee, Yonsei University, Seodaemun-gu, Seoul, Korea; Claudia Thereza Nascimento Mendes, York Language Institute, Rio de Janeiro, Brazil; Jamila Jermy Hakam, ELT Consultant, Muscat, Oman; Stephanie Smith, ELT Consultant, Austin, TX, USA.

The authors would also like to thank the Four Corners editorial, production, and new media teams, as well as the Cambridge University Press staff and advisors around the world for their contributions and tireless commitment to quality.

Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Classroom language	Students can . . . <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
Unit 1	Students can . . . <input checked="" type="checkbox"/> ask for and say names <input checked="" type="checkbox"/> spell names <input checked="" type="checkbox"/> talk about where people are from and what they do <input checked="" type="checkbox"/> discuss people's names and jobs	The verb <i>be</i> Possessive adjectives Subject pronouns Yes / no questions with <i>be</i>	Names and titles Interesting jobs
Unit 2	Students can . . . <input checked="" type="checkbox"/> ask for and say people's nationalities <input checked="" type="checkbox"/> ask for and give phone numbers and email addresses <input checked="" type="checkbox"/> identify family members and give their ages <input checked="" type="checkbox"/> give information about family and friends	Plural subject pronouns Questions with <i>be</i> <i>Who</i> and <i>How old</i> with <i>be</i>	Nationalities Family members Numbers 0–101
Unit 3	Students can . . . <input checked="" type="checkbox"/> ask about and identify everyday items <input checked="" type="checkbox"/> ask what something is called in English <input checked="" type="checkbox"/> talk about clothes and possessions <input checked="" type="checkbox"/> describe favorite possessions	Demonstratives Articles <i>a</i> and <i>an</i> Plurals Possessive pronouns <i>Whose</i> <i>'s</i> and <i>s'</i>	Everyday items Clothes and colors
Unit 4	Students can . . . <input checked="" type="checkbox"/> describe how people get around <input checked="" type="checkbox"/> ask for and tell the time <input checked="" type="checkbox"/> ask and answer questions about routines <input checked="" type="checkbox"/> describe the things they do on weekends	Simple present statements Simple present <i>yes / no</i> questions	Ways of getting around Days of the week and routines
Unit 5	Students can . . . <input checked="" type="checkbox"/> talk about their online habits <input checked="" type="checkbox"/> accept and decline help <input checked="" type="checkbox"/> ask and answer questions about leisure activities <input checked="" type="checkbox"/> discuss how they use technology	Adverbs of frequency Simple present <i>Wh-</i> questions with <i>do</i>	Online activities Leisure activities and places
Unit 6	Students can . . . <input checked="" type="checkbox"/> identify and talk about jobs <input checked="" type="checkbox"/> ask for someone on the telephone <input checked="" type="checkbox"/> have someone wait <input checked="" type="checkbox"/> describe their talents and abilities <input checked="" type="checkbox"/> talk about study and work programs	Simple present <i>Wh-</i> questions with <i>does</i> <i>Can</i> for ability <i>And, but, and or</i>	Jobs Abilities


Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Saying hello Saying good-bye			<ul style="list-style-type: none"> • Introductions • Greetings
Interactions: Asking for spelling	Listening: Spelling names Pronunciation: Contractions	Reading: "Famous Names" An article Writing: My name	<ul style="list-style-type: none"> • Class introductions and greetings • <i>Keep talking:</i> Name circle • Class name list • Guessing game about famous people • <i>Keep talking:</i> "Find the differences" activity about jobs and cities • Quiz about celebrities
Interactions: Asking for someone's phone number Asking for someone's email address	Listening: Directory Assistance calls Information forms People I know Pronunciation: Word stress	Reading: "People in My Life" Photo captions Writing: My friends	<ul style="list-style-type: none"> • True and false information about people • <i>Keep talking:</i> Interviews with new identities • Class survey for new contact information • Information exchange about family members • <i>Keep talking:</i> Family trees • Presentation about friends
Interactions: Asking what something is	Listening: Things around the classroom Favorite things Pronunciation: Plurals	Reading: "What's your favorite item of clothing?" A webpage Writing: My favorite thing	<ul style="list-style-type: none"> • Questions and answers about personal items • <i>Keep talking:</i> Things in the closet • Memory game about everyday items • Personal items and their owners • <i>Keep talking:</i> "Find the differences" activity about clothing colors • Presentation of favorite things
Interactions: Asking the time	Listening: Times of different events Angela's routine Pronunciation: Reduction of <i>to</i>	Reading: "What's your favorite day of the week?" A message board Writing: About my weekend	<ul style="list-style-type: none"> • Survey about getting to school and work • <i>Keep talking:</i> Transportation facts • Interview about the times of specific events • Interview about routines • <i>Keep talking:</i> "Find someone who" activity about routines • Survey about busy weekends
Interactions: Declining help Accepting help	Listening: Shopping Favorite websites Pronunciation: Stress in numbers	Reading: "Fun Online Activities" An article Writing: Let's chat	<ul style="list-style-type: none"> • Comparison of online habits • <i>Keep talking:</i> Interview about online habits • Role play of a shopping situation • Interview about leisure activities • <i>Keep talking:</i> Interviews about fun activities • Discussion about favorite websites
Interactions: Asking for someone on the phone Having someone wait	Listening: Telephone calls Ads for overseas programs Pronunciation: Can and can't	Reading: "Overseas Opportunities" A magazine article Writing: My abilities	<ul style="list-style-type: none"> • "Find someone who" activity about jobs • <i>Keep talking:</i> Memory game about jobs • Role play of a phone call • Interview about abilities • <i>Keep talking:</i> Board game about abilities • Discussion about study and work programs

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Food A Breakfast, lunch, and dinner B I like Chinese food! C Meals D Favorite food	Students can . . . <input checked="" type="checkbox"/> say what meals they eat <input checked="" type="checkbox"/> say what they like and dislike <input checked="" type="checkbox"/> talk about their eating habits <input checked="" type="checkbox"/> talk about their favorite food	Count and noncount nouns <i>Some and any</i> <i>How often</i> Time expressions	Food More food
Unit 8 Pages 75–84			
In the neighborhood A Around town B How do I get to . . . ? C Fun in the city D A great place to visit	Students can . . . <input checked="" type="checkbox"/> give the locations of neighborhood places <input checked="" type="checkbox"/> ask for and give directions <input checked="" type="checkbox"/> talk about interesting places in their towns <input checked="" type="checkbox"/> give a presentation on a city attraction	Prepositions of location <i>There is, there are</i>	Places in the neighborhood Places to visit
Unit 9 Pages 85–94			
What are you doing? A I'm looking for you. B I can't talk right now. C These days D What's new?	Students can . . . <input checked="" type="checkbox"/> describe what people are doing right now <input checked="" type="checkbox"/> ask if someone can talk now <input checked="" type="checkbox"/> explain why they can't talk on the telephone <input checked="" type="checkbox"/> describe what people are doing these days <input checked="" type="checkbox"/> discuss what people are doing	Present continuous statements Present continuous questions	Actions and prepositions Activities
Unit 10 Pages 95–104			
Past experiences A Last weekend B You're kidding! C Did you make dinner last night? D I saw a great movie.	Students can . . . <input checked="" type="checkbox"/> say what they did last weekend <input checked="" type="checkbox"/> show that they're listening <input checked="" type="checkbox"/> express surprise <input checked="" type="checkbox"/> talk about routine events in the past <input checked="" type="checkbox"/> talk about past activities	Simple past regular verbs Simple past irregular verbs <i>Yes/ no</i> questions	Weekend activities Things to do
Unit 11 Pages 105–114			
Getting away A Where were you? B That's great! C My vacation D Travel experiences	Students can . . . <input checked="" type="checkbox"/> describe where they were in the past <input checked="" type="checkbox"/> react to news <input checked="" type="checkbox"/> talk about their last vacation <input checked="" type="checkbox"/> describe a vacation	Past of <i>be</i> Simple past <i>Wh-</i> questions	Adjectives Vacation activities
Unit 12 Pages 115–124			
Time to celebrate A I'm going to get married. B Sure. I'd love to. C Planning a party D Birthdays	Students can . . . <input checked="" type="checkbox"/> talk about their plans for specific dates <input checked="" type="checkbox"/> accept or decline an invitation <input checked="" type="checkbox"/> discuss and agree on plans <input checked="" type="checkbox"/> describe birthday traditions in their cultures	<i>Be going to</i> <i>Yes/ no</i> questions <i>Wh-</i> questions with <i>be going to</i> Object pronouns	Months and dates Party checklist

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Expressing dislikes Expressing likes	Listening: Food preferences A typical Swedish meal Pronunciation: Word stress	Reading: "My Favorite Food" An article Writing: A typical meal	<ul style="list-style-type: none"> Survey about meals <i>Keep talking:</i> Recipes Information exchange about food preferences Comparison of eating habits <i>Keep talking:</i> Discussion about eating habits Interview about favorite food
Interactions: Asking for directions	Listening: GPS directions Tourist information Pronunciation: Word stress	Reading: "Monterey Bay Aquarium" A poster Writing: Group poster	<ul style="list-style-type: none"> Information exchange with maps <i>Keep talking:</i> Information gap activity with neighborhood maps Role play about directions Interview about places in town <i>Keep talking:</i> Description of an unusual zoo Presentation about a city attraction
Interactions: Asking if someone can talk now Explaining that you can't talk now	Listening: Sound effects Telephone calls Pronunciation: Intonation in questions	Reading: "Status Updates" A micro-blog Writing: My status update	<ul style="list-style-type: none"> Guessing game about people's actions <i>Keep talking:</i> Interpretations of actions Role play of a phone call "Find someone who" activity about things people are doing these days <i>Keep talking:</i> Guessing game about who's doing what Speculations about someone's activities
Interactions: Showing that you're listening Expressing surprise	Listening: Diana's week Matt's busy week Pronunciation: Simple past -ed endings	Reading: "Matt's Movie Reviews" Blog posts Writing: A blog post	<ul style="list-style-type: none"> Information exchange about last weekend <i>Keep talking:</i> Picture story Role play of surprising conversations Interview about routine events in the past <i>Keep talking:</i> Memories "Find someone who" activity about past activities
Interactions: Reacting to good news Reacting to bad news	Listening: A short trip Three vacations Pronunciation: Reduction of <i>did you</i>	Reading: "Travel Tales" Blog posts Writing: A postcard	<ul style="list-style-type: none"> Interview about where you were <i>Keep talking:</i> Interview about school trips Class exchange of personal news Information exchange about vacations <i>Keep talking:</i> Speculations about a vacation Presentation of postcards
Interactions: Declining an invitation Accepting an invitation	Listening: Invitations A "Sweet 16" birthday party Pronunciation: Reduction of <i>going to</i>	Reading: "Birthday Traditions" An article Writing: A thank-you note	<ul style="list-style-type: none"> Information exchange about special days <i>Keep talking:</i> Weekend plans Class invitations Discussion of plans for three scenarios <i>Keep talking:</i> Plan for a party Discussion about birthday traditions

Welcome

1 Introducing yourself

A  Listen and practice.

Simon: Hello. I'm Simon.

Chen: Hi, Simon. My name is Chen.

Nice to meet you.

Simon: Nice to meet you, too.

B Pair work Introduce yourselves.



2 Introducing someone else

A  Listen and practice.

Simon: Chen, this is my friend Sofia.

Sofia: Hi, Chen. Nice to meet you.

Chen: Nice to meet you, too, Sofia.

B Group work Introduce your partner from Exercise 1 to another classmate.



People and places

LESSON A

- Nationalities
- Plural subject pronouns; questions with *be*

LESSON B

- Asking for someone's phone number
- Asking for someone's email address

LESSON C

- Family members
- *Who* and *How old* with *be*

LESSON D

- Reading: "People in My Life"
- Writing: My friends

Warm-up



A Write the names of the countries.

B Say the names of five other countries in English.

What's that?

LESSON A

- Everyday items
- Demonstratives; articles *a* and *an*; plurals

LESSON B

- Asking what something is

LESSON C

- Clothes and colors
- Possessive pronouns; *Whose*; 's and *s*'

LESSON D

- Reading: "What's your favorite item of clothing?"
- Writing: My favorite thing

Warm-up



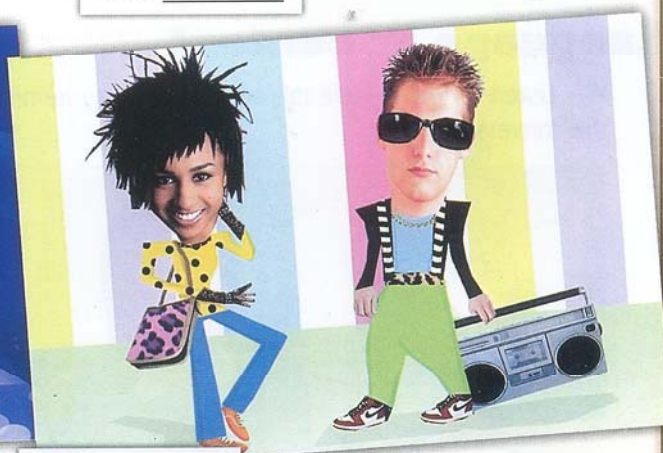
Year: 1969



Year: _____



Year: _____



Year: _____

A Label the pictures with the correct years.

✓ 1969 1978 1986 1994

B Can you name five things in the pictures?

Daily life

LESSON A

- Ways of getting around
- Simple present statements

LESSON B

- Asking the time

LESSON C

- Days of the week and routines
- Simple present yes / no questions

LESSON D

- Reading: "What's your favorite day of the week?"
- Writing: About my weekend

Warm-up



A Name the things you see in the picture. Use *That's a / an ...* and *Those are ...*.

B Say the colors of six things in the picture.

Free time

LESSON A

- Online activities
- Adverbs of frequency

LESSON B

- Declining help
- Accepting help

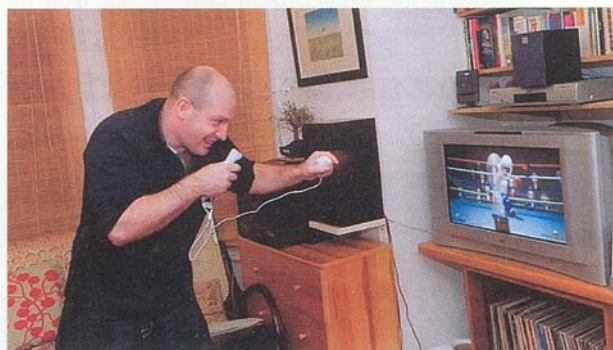
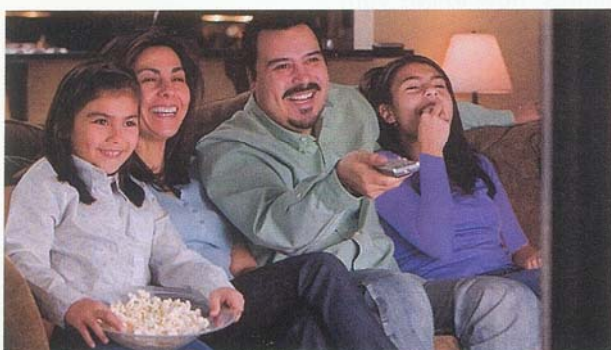
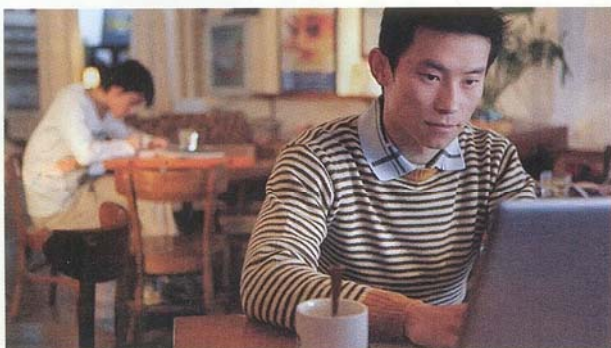
LESSON C

- Leisure activities and places
- Simple present *Wh-* questions with *do*

LESSON D

- Reading: An article
- Writing: An online chat

Warm-up



A Look at the pictures. Make two sentences about each one.

B When do you have free time? Write the times.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a.m.							
p.m.							

Work and play

LESSON A

- Jobs
- Simple present *Wh-* questions with *does*

LESSON B

- Asking for someone on the phone
- Having someone wait

LESSON C

- Abilities
- *Can* for ability; *and, but, and or*

LESSON D

- Reading: "Overseas Opportunities"
- Writing: My abilities

Warm-up



A Where do the people usually work? Match the people and the places.

B Do you know any of the jobs in the pictures? Do you know any other jobs?

Food

LESSON A

- Food
- Count and noncount nouns; *some* and *any*

LESSON B

- Expressing likes
- Expressing dislikes

LESSON C

- More food
- *How often*; time expressions

LESSON D

- Reading: An article
- Writing: A typical meal

Warm-up



A Match the words and the pictures.

1. Italian food c 2. Mexican food _____ 3. Chinese food _____ 4. Japanese food _____

B Name ten food words you know.

In the neighborhood

LESSON A

- Places in the neighborhood
- Prepositions of location

LESSON B

- Asking for directions

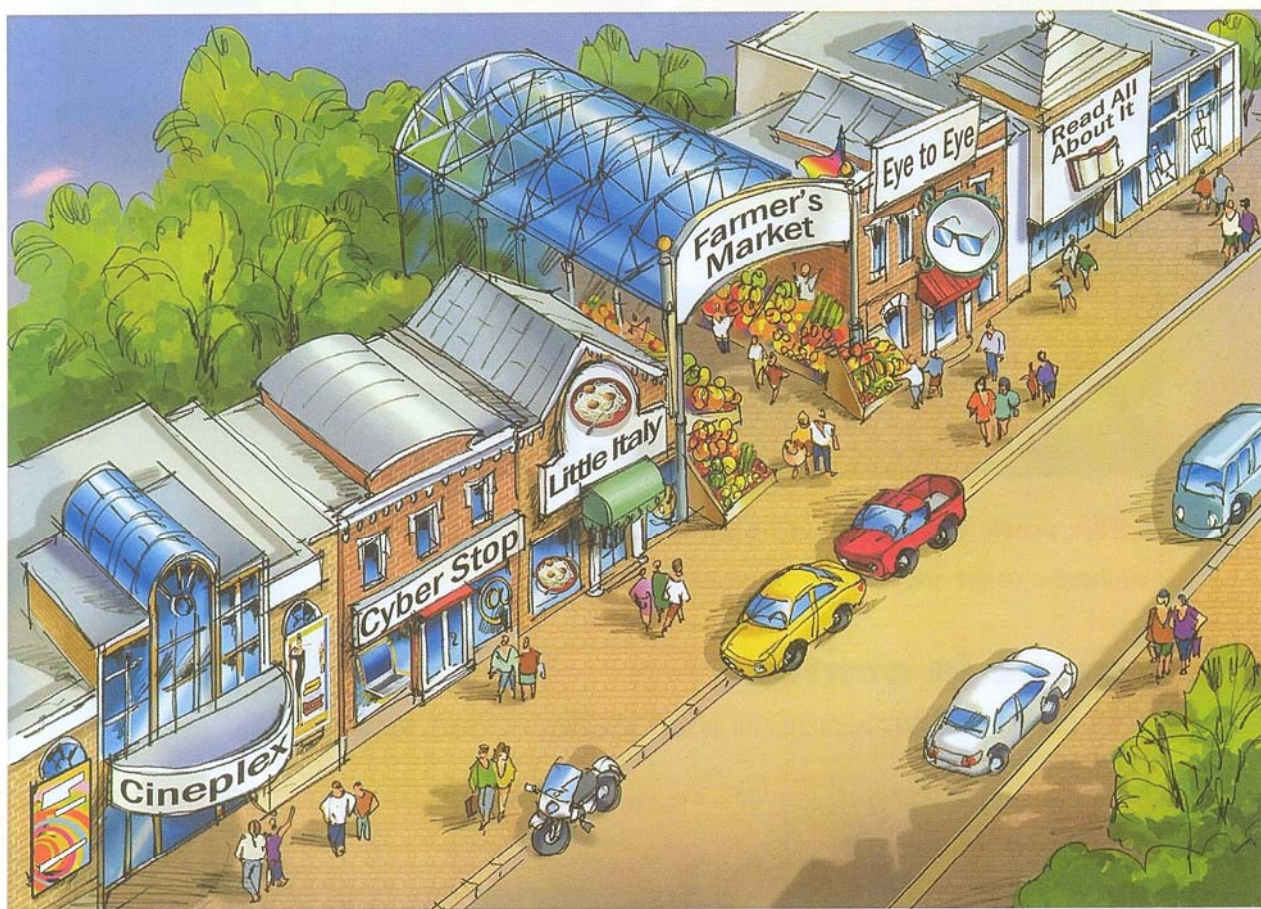
LESSON C

- Places to visit
- *There is, there are*

LESSON D

- Reading: "Monterey Bay Aquarium"
- Writing: Group poster

Warm-up



A Look at the picture. Make six sentences about it.

B Where can you do these things?

buy glasses buy some fruit check email eat lunch get a book see a movie

What are you doing?

LESSON A

- Actions and prepositions
- Present continuous statements

LESSON B

- Asking if someone can talk now
- Explaining that you can't talk now

LESSON C

- Activities
- Present continuous questions

LESSON D

- Reading: "Status Updates"
- Writing: My status update

Warm-up



A Look at the picture. Make eight sentences about it.

B Do you ever do these things on a subway, train, or bus?

Past experiences

LESSON A

- Weekend activities
- Simple past regular verbs

LESSON B

- Showing that you're listening
- Expressing surprise

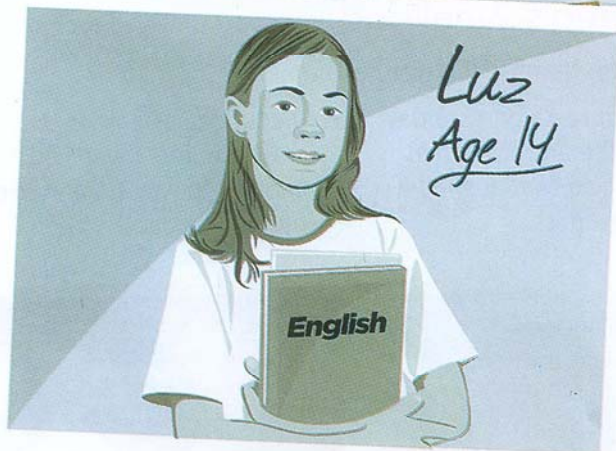
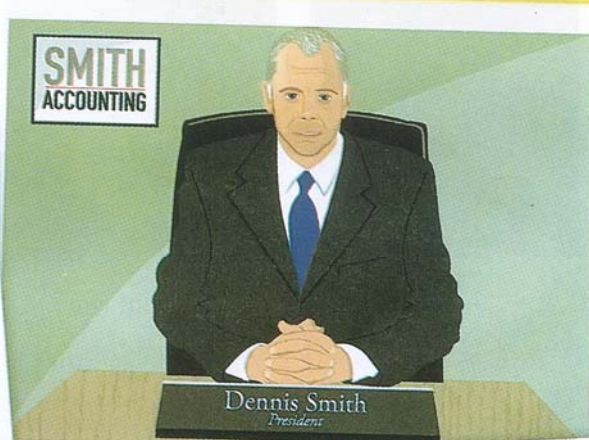
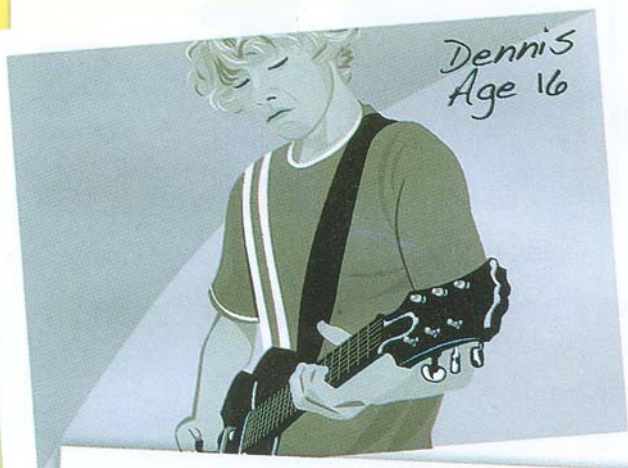
LESSON C

- Things to do
- Simple past irregular verbs; yes / no questions

LESSON D

- Reading: "Matt's Movie Reviews"
- Writing: A blog post

Warm-up



A Look at the pictures. Make three sentences about each one.

B How are you different now?

Getting away

LESSON A

- Adjectives
- Past of *be*

LESSON B

- Reacting to good news
- Reacting to bad news

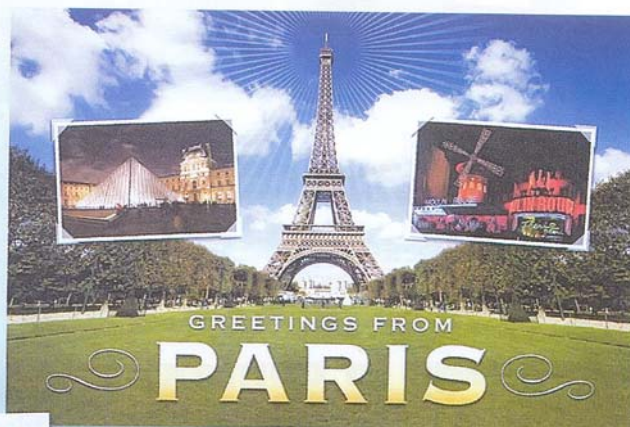
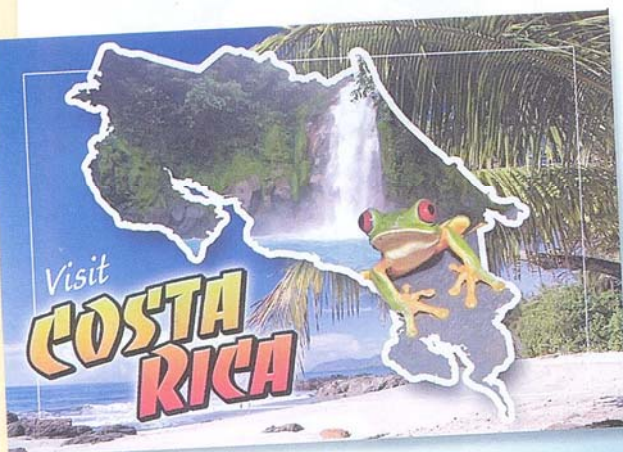
LESSON C

- Vacation activities
- Simple past *Wh*-questions

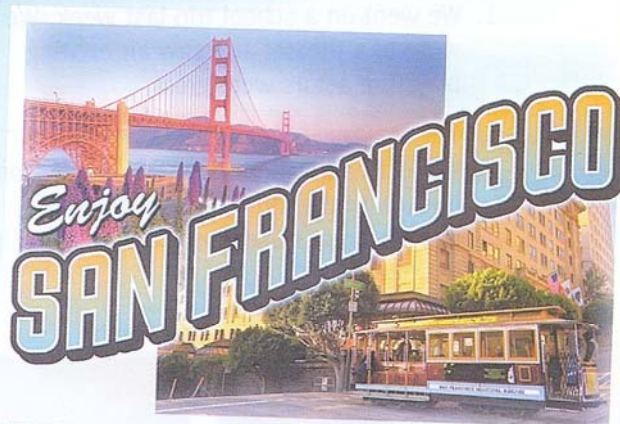
LESSON D

- Reading: "Travel Tales"
- Writing: A postcard

Warm-up



COME TO
THAILAND



A Do you know any of these places? Which ones?

B What are some popular places to visit in your country? in your city?

Time to celebrate

LESSON A

- Months and dates
- *Be going to*; yes / no questions

LESSON B

- Declining an invitation
- Accepting an invitation

LESSON C

- Party checklist
- *Wh-* questions with *be going to*; object pronouns

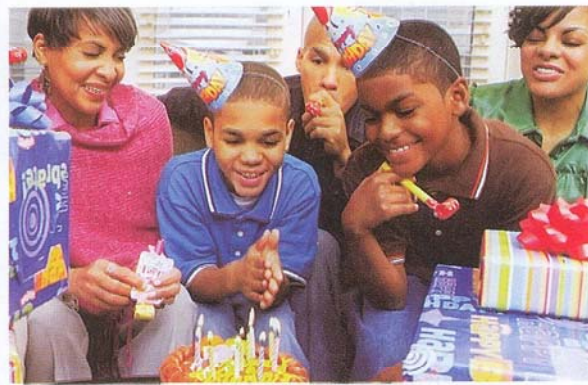
LESSON D

- Reading: "Birthday Traditions"
- Writing: A thank-you note

Warm-up



graduation



A Label the pictures with the correct words.

birthday ✓ graduation holiday wedding

B What special events do you celebrate?

A

I'm going to get married.

1 Vocabulary Months and dates

A Listen and repeat.

January	February	March	April	May	June
July	August	September	October	November	December

1st first	9th ninth	17th seventeenth	25th twenty-fifth
2nd second	10th tenth	18th eighteenth	26th twenty-sixth
3rd third	11th eleventh	19th nineteenth	27th twenty-seventh
4th fourth	12th twelfth	20th twentieth	28th twenty-eighth
5th fifth	13th thirteenth	21st twenty-first	29th twenty-ninth
6th sixth	14th fourteenth	22nd twenty-second	30th thirtieth
7th seventh	15th fifteenth	23rd twenty-third	31st thirty-first
8th eighth	16th sixteenth	24th twenty-fourth	

B Class activity When is your birthday? Stand in the order of your birthdays, from the first to the last in the year.

A: My birthday is July twenty-eighth.

B: Mine is July twentieth. You're next to me.

2 Language in context Special days

A Listen to three people talk about special days. What are the dates of the special days?



I'm going to graduate from high school on June 8th. I'm going to start college in September.

– Sarah



My eightieth birthday is on August 21st. I'm going to go skydiving for the first time. I can't wait!

– Walter



My boyfriend, Kenta, and I are going to get married on October 16th. We're going to have a big wedding.

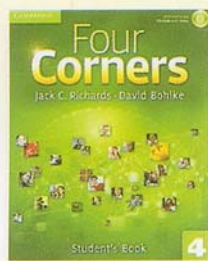
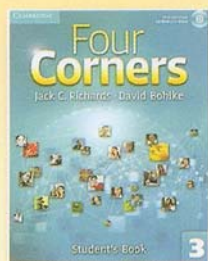
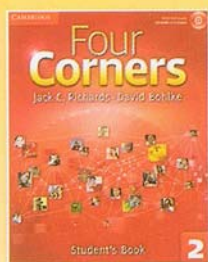
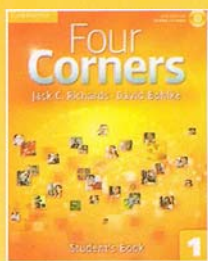
– Mari

B What about you? What days of the year are special to you? Why?

PARA ACCESAR AL LIBRO COMPLETO POR FAVOR ENVÍE UN CORREO ELECTRÓNICO A FOURCORNERSDONATION@GMAIL.COM

VISITE EL SITIO WEB [HTTPS://FOURCORNERSDONATION.BLOGSPOT.COM](https://FOURCORNERSDONATION.BLOGSPOT.COM)

Four Corners



Clarity

Can-do

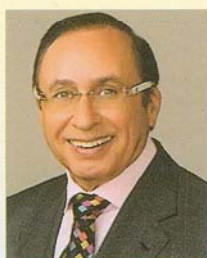
Confidence

Communication

- ✓ Clear and carefully staged lessons support student success.
- ✓ A manageable grammar and vocabulary syllabus provides a firm foundation for effective communication.
- ✓ Interactions lessons present essential functional language for use in everyday situations.
- ✓ Can-do statements mapped to the Common European Framework of Reference provide benchmarks to measure student progress.
- ✓ Personalized speaking activities make learning fun and relevant.
- ✓ Self-study CD-ROM with video provides valuable opportunities for interactive practice and self-testing.

Each level of **Four Corners** contains:

- Student's Book with Self-study CD-ROM with video
- Workbook
- Online Workbook
- Teacher's Edition with Assessment Audio CD / CD-ROM
- Class Audio CDs
- Class Video DVD
- Classware presentation software
- Additional online support for teachers and students at www.cambridge.org/fourcorners



Jack C. Richards



David Bohlke

Four Corners combines effective communicative methodology, a clear design, and a practical "can-do" approach, giving students the language and confidence they need to communicate accurately and fluently in English.

- Jack C. Richards and David Bohlke

Four Corners takes students from the beginning through the intermediate levels.

A1

Common European Framework of Reference

Four Corners 1 A1

Four Corners 2 A2

Four Corners 3 B1

Four Corners 4 B1+

Cambridge
Dictionaries Online
dictionary.cambridge.org

Look it up!



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-0-521-12615-1



9 780521 126151